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SUBJECT: FINAL CRITIQUE OF BOC

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FROM: ▮▮▮▮▮▮▮▮ #E-114

I feel a few words of introduction need to preface the actual critique of the course. The instructional staff is obviously highly qualified in their field and extends every effort to relay their knowledge to the students. However, considering the vast resources available to an outfit like ours (and I'm referring here specifically to OTR) it may help, as far as actually instilling knowledge of tradecraft, if we used some of them more efficiently. For example, competence in any field does not mean ability to impart knowledge of that field. Many staff members at OTR are trained specifically as instructors, although they may not have the field experience of our staff here. Why not get them together? Also, we have right here on base some of the best qualified people for audio-visual aids - why not get them in on the act? There are many cases where a chart, big enough to be seen, or some other visual aid might help. The few instances where this was done, it helped to create a better understanding of the topic.

Secondly, in general conversation with employees of other government and private agencies (who have no knowledge of my own affiliation), I have gathered that our course here has an extremely good reputation within the intelligence community. Be it naiveté or excessive pride, I feel this reputation should be earned; when I compare my own opinions of the course with those of my colleagues who say that (in comparison to military

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(or private) training programs, it's adequate;" this does not in any way meet our reputation or fulfill our obligations.

One of the major comments is that several times during the course there seemed to be some concern that there was not enough interest in the course. i.e., no one was asking questions. I should first of all like to point out that when presented with current topics, or topics of major concern ████████████████████ questions _were_ asked and the only thing that stopped them was that not enough time had been allowed for the presentation. Secondly, questions were asked at the beginning of the course, but the futility of seeking answers became apparent when a pattern of three stock answers began to appear : "It depends," (without adequate elaboration this can in no way be considered acceptable for even semi-intelligent individuals) "That doesn't apply to the live problem situation," (are many of us really going to be operating in that situation?) and "administratively that doesn't enter the picture" (how about the real world where it does?).

Another main feature of the course was what seemed to be a general lack of organization. This may not really have been the case, but it was certainly the picture presented. One of the main contributing factors was the piecemeal distribution of the schedule. It would have been much easier to change schedules, even after having distributed them, than

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25X1A

to imply that in that way it helped simulate the real world.
Hardly. (Besides. after the first week it became quite
obvious that most of our meetings were going to be on
Wednesdays, anyway, and just because we knew when something
was to happen "administratively" did not mean that we knew
what was going to happen "operationally".) This seeming
lack of organization (or maybe it was coordination) was
also seen in the briefings. which were seldom clear enough.
It might also be advisable to make sure that there is some
sort of coordination between instructors when they are acting
as I/A's and OC's. Many of us found the critique sessions
following a project quite useless. since we were primarily
criticized for following suggestions and instructions of our
OC's, which our I/A's did not agree with.

Reporting is understandably an important aspect of
our craft, but I should hardly think it the most important.
If there is going to be the emphasis on reporting and exact
format, it would be far more advisable to spend the first
few weeks on nothing else so that it can be _learned_. In
the same vein, the reporting notebooks are only slightly
better than valueless. They are poorly organized and serve
no learning purpose. It would be far more beneficial to
have a few examples of each type of report with comments
indicating good and bad features of the reports. As it was,
I often used a report from the notebook, selected at random

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to use as an example, only to have an instructor claim it
was incorrect. At this point I still cannot sit down to
write any type of report without having an example in front
of me. The best aid we had was the series of "Helpful Hints"
(These would have provided an excellent base for an in-depth
week's program on reporting especially if our main concern

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is exact format.)

The ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ were the most
thoroughly presented, and we were given the most adequate
amount of time to practice and develop these skills. However,
there seemed to be too much emphasis on technical developments
(such as some of the highly sophisticated ▮▮▮▮▮▮▮▮▮▮
which we may never use. It would have been better to spend more
time on tradecraft in the area of ▮▮▮▮▮▮ All we were
told is that we should have several types of ▮▮▮▮▮▮
but never really given examples we could adapt and practice using.

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The main instructional emphasis seemed to be on running
smooth agent meetings and we were entertained several times with
presentations on agent meetings really ignoring many features
of agent handling, such as recruitment, termination, difficult
cases etc. With the resources available, it should be just as
easy to give a film or presentation on any of the above
subjects, realizing, of course that these would only be
examples and not definite rules. Even though we did have a

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few presentations, such as lectures, on recruitment and terminations, difficult cases, etc., they were either after the fact, or simply did not provide information on the actual topic - we were led up to the situation, then simply told that it occurred. and finally given an in-depth analysis of the rest of the case, commitments, etc. Since our time here is so limited, it makes little sense to waste it getting practice in incorrect methods when with a little preparatory guidance, we could practice acceptable procedures. (The best presentation in this area was the ████████████████ however the means of getting us over there was absolutely ridiculous.)

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One of the most common comments during both courses (OFC, BOC) was that the average CO does not generally become involved in surveillance. Then why all the practice? It would have been much more beneficial to practice working under surveillance. This was almost accomplished during ██████ but any real benefit was negated by two successive identical runs. For the AOC, it was, of course, a nice gesture to be able to help in their training, but probably did little good since, typically, no one really knew where they were to pick up whom. (And the scheduling of that was just downright inconsiderate.)

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As far as operational experience it might have been very more realistic (even without the live problem situation) to concentrate for a short time on reporting, a few weeks on skills,

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a few weeks on ops, with guest lecturers spaced a little

farther apart so that we could not only get more benefit

from their presentations (after a week in Area B it would

take quite a bit more than a lecture to get or keep anyone's

attention), but also help solve the problem of student

apathy. How can one possibly be enthused about a project

knowing the reporting is due the next morning followed by a

lecture totally unrelated to the project. No really stable

person can become involved in a situation like that. Along the

same lines, role playing is fine, if the script is known.

However, there is always the danger that the role becomes

more real than reality. and when that happens, it's time

to get out of that role. This is one of the basic problems of

the live problem.

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▮▮▮▮▮▮ as by far the greatest waste of time. In the

first place, it assumes that everyone is firmly settled in a

home area. Secondly, there seemed to be some discrepancy in

instructions – were we to list former acquaintances, simply

keep track of the people met during the four month period. or

actively step out of pattern and set up situations? Finally. if

anyone has made it this far, it is certainly considering *them*

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blind or naive to think that ~~they~~ don't know this is necessary. To make such a point of it is simply not necessary.

The audio ops lecture should have been combined with the display of equipment. First we were shown what we have and then later we were told it's limitations.

Just a comment on Arena B and guest lecturers - why can't we set up a good microphone and volume control system? And I personally found applauding guest lecturers rather demeaning for the guests - they were here to inform, not entertain.

There are other areas which were not as good as they could have been, but I feel that if alternatives cannot be offered, thencriticism should not be made. On the whole, I would say that I was disappointed in my own performance, knowing that I could do better, and yet also feeling that there was nothing really worth putting out any effort for. It may simply be a problem of looking for a challenge when none is there.

As far as the ▮▮▮▮▮ exercise was concerned it seemed to be a fairly worthwhile exercise, except for a few minor points. It might be well to case the motels a little better - we found a good many administrative problems connected with ours. Also, throughout the course, emphasis has been placed on individual effort and thinking. It simply is not feasible to simply throw a group of people together who have been trained like this and expect them to immediately begin being able to work

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together efficiently and effectively. Finally, I can see

no justification for the expense of running Phase II in

████████ or anywhere else, when it could really have been

handled just as well here.